In this unit, we will look at the Middle Ages from a variety of perspectives and decide your answer to the following Essential question:

Was the Middle Ages an Age of Faith, a Golden Age or a Dark Age in history?

You will have two quizzes throughout our research of the Middle Ages. You will have two final products:

1. A group project in which you will produce a “Crash Course World History” style video answering the EQ.
2. A Persuasive essay test

**Group Project**

As we go through our unit your group will be analyzing the Middle Ages and determining how you will answer the essential question based on you the research and our daily class activities.

In groups of four, your group will produce a 7-10 minute Crash Course style film that is intended to persuade the audience to believe that your answer to the driving question is correct.

The finished film needs to include:

1. Historically appropriate humor
2. Animations or comic elements
3. A “Thought bubble”
4. A “Open letter”
5. Minimum of 5 primary source images
6. 3 quotes from either a primary or secondary sources.

Other aspects of your group project:

1. Research journal – This will be graded on an individual level
   1. Each group member is to complete 5 research analysis logs for academically researched sources. These sources can include scholarly articles, secondary sources, and primary sources.
2. Storyboard – Group grade
   1. Your storyboard will provide a detailed sketch out of the various shots you plan to use in filming your “Crash course” video.

**Key Dates**

1. February 8th : Quiz 1
2. February 15th : Quiz 2 and Research Journals due
3. February 20th : Unit Left Side assignments are due
4. February 22nd : Storyboard due
5. March 4th and 5th: Film presentations
6. March 7th: Persuasive essay test

***Group Project Rubric***

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| --- | --- | --- | --- |
| **Outcome** | **Exceeds** | **Meets** | **Not Yet** |
| **Conclude  Infer meanings, analyze information and develop valid ideas based on evidence and analysis.** | Group developed conclusions by looking at different sources and synthesizing ideas to support their claim for “Was the Middle Ages an Age of Faith, a Golden Age or a Dark Age in history?”. Multiple counterclaims were addressed and analyzed in the “Crash course” video | Group developed conclusions by looking at different sources and synthesizing ideas to support their claim for “Was the Middle Ages an Age of Faith, a Golden Age or a Dark Age in history?”. A counterclaim was addressed in the  “Crash course” video. |  |
| **Investigate Ask and refine a researchable question, gather appropriate information to complete the inquiry.**  **(Research Journals- Individual Grade)** | Multiple primary and secondary sources were researched in pursuit of answering the driving question. Student used annotation and extremely detailed analysis of the sources was provided in researched logs. | Multiple primary and secondary sources were researched in pursuit of answering the driving question. Student uses minimal annotation and basic description of the sources provided in the research logs. |  |
| **Collaborate Work effectively with others to achieve common goals.**  **(Individual grade)** | Student acted as a leader to ensure that the driving question was answered clearly by group. Student listened and showed willingness to compromise in order to produce the best possible film. | Student contributed to group’s success in answering driving question. Student listened and showed willingness to compromise in order to produce the best possible film. |  |
| **Plan**  **(Group Grade)** | Student frames and clarifies goals and makes deliberate plans for how to achieve them. Storyboard is highly detailed and illustrates evidence that students thought strategically about how to lay out and organize their “Crash Course” video | Student frames and clarifies goals and makes deliberate plans for how to achieve them. Storyboard provides a clear understanding of how the “Crash Course” video will be laid out. |  |
| **Communicate 1**  **Make ideas and information understood, mindful of audience, purpose and setting.**  **(Group Grade)** | Crash Course video both emulates and develops on the style and ideas of John Green. Add ins such as Thought Bubble, Open Letter and historical humor grab the attention of the viewer in a way that is engaging and interesting. Video presentation is highly engaging as well as persuasive to the audience. | Crash Course video emulates and or develops on the style and ideas of John Green. Add ins such as Thought Bubble, Open Letter and historical humor grab the attention of the viewer in a clear way. Video presentation is engaging as well as persuasive to the audience. |  |

**Persuasive Essay Test**

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

**Essential Question:** Was the Middle Age and Age of Faith, a Golden Age or a Dark Age?

**Task:**

* Define the term Age of Faith, Golden Age or Dark Age (depending on your argument)
* Identify at least 4 pieces of evidence to support your argument.

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| --- | --- | --- | --- |
| Outcome | Exceeds | Meets | Not Yet |
| Argue 1: Build a case for and defend conclusions reached, based in sound logic and valid evidence. | Richly supports the theme with many relevant facts, examples, and details | Supports the theme with relevant facts, examples, and details |  |
| Argue 2: Argument is well laid out  through the development of thesis statement and introductory paragraph and summed up with supportive conclusion. | Includes an introduction and a conclusion that are beyond a restatement of the theme | Includes an introduction and a conclusion that are beyond a restatement of the theme |  |
| Communicate 2: Communicate central ideas of a historical time periods or text by providing an understanding of information. | Is more analytical than descriptive (analyzes, evaluates, and/or creates information) | Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) |  |
| Communicate 3: Organize ideas, concepts and information to aid in comprehension and understanding | Thoroughly develops all aspects of the task evenly and in depth | Develops all aspects of the task but may do so somewhat unevenly |  |

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